

First Class Trial English Written Examination – 2012



Task Booklet
Student Instructions
Reading time: 15 minutes
Writing time: 3 hours

Section	Number of questions	Number of questions to be answered	Marks
A – Text response (Reading and responding)	20	1	20
B – Writing in Context (Creating and presenting)	4	1	20
C – Analysis of language use (Using language to persuade)	1	1	20
			Total 60

Materials

Task book of 16 pages, including Assessment Criteria on page 16.
An English and/or bilingual printed dictionary may be used.

Instructions

This examination consists of three sections.
You must complete all three sections.
All answers must be written in English.
You must **not** write on two film texts in the examination.

Section A – Text response (Reading and responding)

Write the name of your selected text on the top of your answer page.

Section B – Writing in Context (Creating and presenting)

Write your Context and the name of your selected text on the top of your answer page.

Disclaimer: Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority 2011 English Examination. The VCAA has not sanctioned the content of this examination and First Class makes no claims that it represents the views of VCAA.

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Section A – Text response (Reading and responding)

Instructions for Section A

Section A requires students to complete **one analytical/expository** piece of writing in response to **one** topic (either **i.** or **ii.**) on **one** selected text.

In your response you must develop a sustained discussion of **one** selected text from the Text list below.

Your response must be supported by close reference to and analysis of the selected text.

For collections of poetry or short stories, you may choose to write on several poems or short stories, or on one or two in very close detail, depending on what you think is appropriate.

Your response will be assessed according to the criteria set out on page 16 of this book.

Section A is worth one-third of the total assessment for the examination.

If you write on a film text in Section A, you must **not** write on a film text in Section B.

Text list

1. *A Christmas Carol*.....Charles Dickens
2. *A Farewell to Arms*.....Ernest Hemingway
3. *A Human Pattern*.....Judith Wright
4. *Bypass: the story of a road*.....Michael McGirr
5. *Cat's Eye*.....Margaret Atwood
6. *Cosi*.....Louis Nowra
7. *Dear America – Letters Home from Vietnam*.....Bernard Edelman
8. *Dreams from My Father*.....Barack Obama
9. *Henry IV, Part 1*.....William Shakespeare
10. *Interpreter of Maladies*.....Jhumpa Lahiri
11. *Life of Pi*.....Yann Martel
12. *On the Waterfront*.....Director: Elia Kazan
13. *Ransom*.....David Malouf
14. *The Old Man Who Read Love Stories*.....Director: Rolf de Heer
15. *The Reluctant Fundamentalist*.....Mohsin Hamid
16. *The War Poems*.....Wilfred Owen
17. *Things We Didn't See Coming*.....Steven Amsterdam
18. *Twelve Angry Men*.....Reginald Rose
19. *Will You Please Be Quiet, Please?*.....Raymond Carver
20. *Year of Wonders*.....Geraldine Brooks

SECTION A – continued

1. *A Christmas Carol*

- i. 'Scrooge is the most important character in Dickens' novella, *A Christmas Carol*.'
To what extent do you agree?

OR

- ii. 'The season of Christmas heightens Dickens' social criticism.'
Discuss.

2. *A Farewell to Arms*

- i. 'Although *A Farewell to Arms* may be perceived as a novel without hope, there are elements of hopefulness within it.'
Discuss.

OR

- ii. 'Catherine Barkley is the ultimate hero of *A Farewell to Arms*.'
To what extent do you agree?

3. *A Human Pattern – Selected Poems*

- i. How does Judith Wright present her varying concerns of the world?

OR

- ii. 'Spirituality is reflected in the natural world.'
To what extent do you agree?

4. *Bypass: the story of a road*

- i. "If we could do everything, we wouldn't need other people and we wouldn't need a road."
How is the Hume Highway presented as a metaphor for life's journey?

OR

- ii. 'Jenny is of no importance to McGirr's journey of discovery.'
Do you agree?

**SECTION A – continued
TURN OVER**

5. *Cat's Eye*

- i. 'Cat's Eye challenges the idea that identity is defined by past experiences.'
Do you agree?

OR

- ii. How is Elaine Risley's troubled state of mind revealed to the reader?

6. *Cosi*

- i. How does Louis Nowra allow his characters the opportunity for change during their performance of Mozart's *Cosi Fan Tutti*?

OR

- ii. 'Different types of love are explored in *Cosi*.'
Discuss.

7. *Dear America – Letters Home from Vietnam*

- i. 'The world of war is consumed by death, with the absence of any hope.'
Discuss.

OR

- ii. How does the construction of *Dear America – Letters Home from Vietnam* allow the reader to understand the experiences of war firsthand?

8. *Dreams from My Father*

- i. 'Dreams from My Father explores the conflicting experiences of family that an individual may have.'
Discuss.

OR

- ii. 'Race is the most influential factor in Obama's sense of identity.'
To what extent do you agree?

SECTION A – continued

9. *Henry IV, Part 1*

- i. 'Shakespeare explores the qualities that are desirable in a ruler throughout the play.'
Discuss.

OR

- ii. 'If a ruler is corrupt then it is acceptable to rebel against his power.'
To what extent do you agree?

10. *Interpreter of Maladies*

- i. 'Lahiri's stories explore the conflicts that occur as a result of evolving cultures.'
Discuss.

OR

- ii. How does Lahiri create connections throughout the short stories to produce a collective effect on the reader?

11. *Life of Pi*

- i. 'Pi gives two accounts of his ordeal.'
How does *Life of Pi* explore the overlap which occurs between reality and perception?

OR

- ii. 'As Pi's motivation for survival increases, his faith in God decreases.'
Discuss.

12. *On the Waterfront*

- i. "How can we call ourselves Christians and protect these murderers with our silence?"
To what extent do Father Barry's views influence the outcome of *On the Waterfront*?

OR

- ii. How does the film-maker portray the idea that relationships are complex?

**SECTION A – continued
TURN OVER**

13. *Ransom*

- i. What effect does the immortal have on humanity in *Ransom*?

OR

- ii. 'Malouf shows that the journey to find inner peace is never easy.'
Discuss.

14. *The Old Man Who Read Love Stories*

- i. 'Josefina is not a believable character.'
Do you agree?

OR

- ii. "A curse on all the gringos!"
'Antonio spends most of the film trying to reconcile the difference between two opposing worlds.'
Discuss.

15. *The Reluctant Fundamentalist*

- i. 'The title *The Reluctant Fundamentalist* reflects the ways in which Changez lives his life.'
Discuss.

OR

- ii. 'Hamid successfully creates a novel that is both graceful, yet frightening.'
Do you agree?

16. *The War Poems*

- i. How does Wilfred Owen display his strong anti-war feelings?

OR

- ii. 'Wilfred Owen's bitterness is directed at more than one source.'
To what extent do you agree?

SECTION A – continued

17. *Things We Didn't See Coming*

- i. 'Amsterdam's greatest concern is humanity's relationship with the environment.'
To what extent do you agree?

OR

- ii. 'Margot is a truly selfish character.'
Discuss.

18. *Twelve Angry Men*

- i. 'The jurors have different reasons for discriminating against the accused.'
Why is this the case?

OR

- ii. 'Justice can be interpreted in a number of ways.'
Discuss.

19. *Will You Please Be Quiet, Please?*

- i. How is the dissatisfaction in American families presented by Carver?

OR

- ii. 'Carver demonstrates that seemingly trivial experiences can have deeper meaning.'
Discuss.

20. *Year of Wonders*

- i. How does the first person narration of Anna Frith create a sense of immediacy for the reader?

OR

- ii. 'Conflicting views of humanity and nature are at the centre of this novel.'
Discuss.

END OF SECTION A

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Section B – Writing in Context (Creating and presenting)

Instructions for Section B

Section B requires students to complete an extended written response.

In your writing, you must draw on ideas suggested by **one** of the following **four** Contexts.

Your writing must draw directly from **at least one** selected text that you have studied for this Context and be based on the ideas in the prompt.

Your response may be an expository, persuasive or imaginative piece of writing.

If you write on a selected film text in Section A, you must **not** write on a selected film text in Section B.

Section B is worth one-third of the total assessment for the examination.

Your response will be assessed according to the criteria set out on page 16 of this book.

SECTION B – continued
TURN OVER

Context 1 – The imaginative landscape

1. *Tirra Lirra by the River*.....Jessica Anderson
2. *Peripheral Light – Selected and New Poems*.....John Kinsella
3. *Island*Alistair MacLeod
4. *One Night the Moon*.....Director: Rachel Perkins

Prompt

‘Differing experiences within a landscape can be unsettling.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw from **at least one** selected text for this Context and explore the idea that **‘differing experiences within a landscape can be unsettling’**.

OR

Context 2 – Whose reality?

5. *Spies*.....Michael Frayn
6. *The Lot: In Words*.....Michael Leunig
7. *The Player*.....Director: Robert Altman
8. *A Streetcar Named Desire*.....Tennessee Williams

Prompt

‘Our understanding of reality reflects our understanding of ourselves.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw from **at least one** selected text for this Context and explore the idea that **‘our understanding of reality reflects our understanding of ourselves’**.

OR

SECTION B – continued

Context 3 – Encountering conflict

9. *The Quiet American*.....Graham Greene
10. *The Crucible*.....Arthur Miller
11. *Paradise Road*.....Director: Bruce Beresford
12. *The Rugmaker of Mazar-e-Sharif*.....R. Hillman and N. Mazari

Prompt

‘Conflict stems from fear.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw from **at least one** selected text for this Context and explore the idea that **‘conflict stems from fear’**.

OR

Context 4 – Exploring issues of identity and belonging

13. *Sometimes Gladness*.....Bruce Dawe
14. *The Member of the Wedding*.....Carson McCullers
15. *Growing Up Asian in Australia*.....Alice Pung
16. *Skin*.....Director: Anthony Fabian

Prompt

‘Where you come from determines who you are.’

Task

Complete an extended written response in expository, imaginative or persuasive style. Your writing must draw from **at least one** selected text for this Context and explore the idea that **‘where you come from determines who you are’**.

END OF SECTION B

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SECTION C – Analysis of language use (Using language to persuade)

Instructions for Section C

Section C requires students to analyse the ways in which language and visual features are used to present a point of view.

Section C is worth one-third of the total assessment for the examination.

Read the following material and then complete the task below.

Write your analysis as a coherently structured piece of prose.

Your response will be assessed according to the criteria set out on page 16 of this book.

TASK

How is written and visual language used to attempt to persuade readers to share the points of view presented in *The Enquirer Online* on pages 14 and 15?

Background information

The Federal Government has proposed a year of compulsory military service, also known as conscription, as a result of declining numbers within the Australian Defence Force. The proposal suggests that all Australian citizens, aged between 18 and 21, will be required to participate in a range of combat or non-combat roles. *The Enquirer Online*'s Editorial presents the newspaper's view on this issue. Also included are a range of views expressed in the 'Have your say...' discussion section.

SECTION C – continued
TURN OVER

The Enquirer Online

Opinion Section

Friday, July 2nd 2012



Sign up/ Log in

Join this discussion

Email this story

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Last modified

EDITORIAL

Australia Needs 21st Century Conscription

Why is conscription needed in this country? Proponents believe that it will help to build individual character and help to curb the increase in rising deviant behaviour. On a larger scale it will increase national security and encourage a more tolerant society.

Anita Ekberg, who is trained as a defence force paramedic in Sweden, which has compulsory military service, said in February of 2011: "Because of my compulsory military service, I have been forced out of my comfort zone which has made me stronger."

Anita is not alone in her experience of conscription.

Similar to Sweden, compulsory military service in Australia will teach young people respect for themselves and others, discipline, resilience, as well as how to work in and lead a team. A person who has completed such admirable service is likely to become a reliable, more responsible and worldly member of society as opposed to your average Australian Joe who lacks maturity and, direction when they finish school and consequently, wastes these important years.

John Ackland, from yourcareer.com, has praised this initiative as the current field of job seekers lack work ethic, empathy and self-motivation. In fact, he stated, "In comparison to those who have had some form of military experience, young adults with a four year degree under their belt do not have any practical skills to offer to a potential employer." Such practical skills will be obtained during military service within the following fields: medical, engineering, information technology, hospitality and traditional combat roles.

History has shown that conscription during peace time would be preferable to debating the issue of compulsory military service when war is on Australia's exposed shores. Minister for Defence, Karl Winfrey, has dogmatically stated that: "Australia's isolated and exposed geographical location reinforces the crucial necessity for being ready for war. Australia's commitment to national security is a must and we should be proactive, rather than reactive!"

SECTION C – continued

Such a proactive approach fosters a collective commitment not only to Australia's national security, but also a solution to Australia's rising social ills and unemployment. Mandatory military service will create new pathways for those youths who are predisposed to a less than ideal lifestyle which may include: teenage pregnancy, homelessness, drug addiction and prostitution.

The diverse mix of citizens: rich and poor, male and female, religious and secular, and of varying ethnic and educational backgrounds, will be treated equally and will be expected to treat each other in the same way. This will only promote tolerance and acceptance within Australia which, sadly, is often lacking.

Conscription can only benefit society now and the society of the future.



Discussion Board: Have your say...

03/07/2012

I applaud the Federal Government's initiative. I am a retired serviceman who proudly fought for my country and saw many good men lose their lives so that the young people of Australia could enjoy the freedom they take for granted. Every young Australian has a responsibility to maintain Australia as a land of opportunity.

Lest we forget.

Frederick Bates (HMAS Perth WW2)

04/07/2012

I consider myself a young person of high moral standing with a strong sense of social justice. I believe it is possible to serve your country in more ways than within the military. My parents sacrificed a lot to give me an education that would provide me with the best possible life opportunities. This education ensured not only my academic achievements but also, a strong social awareness. A true act of altruism cannot be forced; it must be voluntary and selfless.

Virginia Price

04/07/2012

My next door neighbor is a 35 year old, pot smoking, jobless dero, and so are his mates and his missus. Compulsory military service will not force any of them to get off their backsides and do an honest day's work. Such dead-beat behaviour is not restricted to 18 – 21 year olds that this proposal is on about. There are plenty of older people who do squat for society, but ruin it for the rest of us.

Cheesed off.

07/07/2012

What I don't get is how the government thinks that by forcing different people to hang out with each other in the military, will change anything. I will always be the kid who came from the wrong side of town, whose parents spoke a different language and never had enough money to send me on school excursions.

What a joke!

Hanson Lee

END OF SECTION C

Examination assessment criteria

The examination will address all the criteria. All student responses will be assessed against each criterion.

The extent to which the response is characterised by:

Section A – Text response (Reading and responding)

- detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
- development in the writing of a coherent and effective discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

Section B – Writing in Context (Creating and presenting)

- understanding and effective exploration of the ideas, and/or arguments relevant to the prompt/stimulus material
- effective use of detail and ideas drawn from the selected text as appropriate to the task
- development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience
- controlled use of language appropriate to the purpose, form and audience

Section C – Language analysis (Using language to persuade)

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

END OF TASK BOOK